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ABSTRACT

This report presents the findings of a fast response survey of school administrator training needs and programs as perceived by school districts. The nationwide survey, conducted in the summer of 1978, had three objectives: to assess the degree of need for expanded or improved training opportunities in 14 areas, to indicate preferred methods for providing this training, and to evaluate current training methods according to relevance of course content and quality of instruction. The findings, which represent the views of school district superintenderts, revealed that public school administrators perceive a need for expanded or improved training opportunities. Over half the districts felt the state inservice programs could provide the needed training, and they rated the current training methods as adequate or better. However, a substantial number of districts called for major improvement in existing administrative training programs. (Author/LD)

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Training Needs of Public School Administrators

A Survey of Local School Districts Summer 1978

fast response survey system

EA 011 334

National Center for Education Statistics

FRSS Report No. 5

HIGHLIGHTS

- Did school districts perceive a widespread need for school administrator training?

An estimated 70 percent or more of the Nation's school districts perceived a need for expanded or improved training opportunities for the following areas:

Community involvement and taxpayer support

Energy management

Budget management and school finance

Program evaluation

Education law

Staff evaluation

Implementing State and Federal programs

Curriculum development

Public relations and media usage

Issues involving teacher and noncertified personnel unions

In the first eight of these 10 areas, the need was considered urgent by more than one-fifth of the districts.

- Did enrollment size of school districts make a difference in perceived need for training opportunities?

The need for expanded training opportunities generally tended in increase as the enrollment size of the district increased, particularly in the following areas:

Community involvement and taxpayer support

Staff evaluation

Public relations and media usage

School board relations and governance

Coping with violence in schools

Organizational structure and development

- Were there preferred methods for providing administrator training?

Clear preference was expressed for inservice training provided by State education agencies in these areas:

Implementing State and Federal programs

Implementing civil rights compliance

Energy management

Budget management and school finance

and by local education agencies in these areas:

Coping with violence in schools

Community involvement and taxpayer support

School board relations and governance

Public relations and media usage

- Did school district administrators consider existing training methods satisfactory?

An estimated 43 to 50 percent rated the five specified training methods as adequate and 10 to 16 percent as excellent. Still, a substantial number of districts (17 to 28 percent) noted that major improvement was necessary.

- Did the perception of training method adequacy vary with school district enrollment size?

While ratings of excellent and adequate did not vary with size, larger districts were more likely than smaller ones to indicate that all training methods needed major improvement.

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Training Needs of Public School Administrators

A Survey of Local School Districts Summer 1978

FRSS Report No. 5

by
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National Center for Education Statistics

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In Consultation with
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NATIONAL CENTER FOR EDUCATION STATISTICS

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Other reports of the Fast Response Survey System (FRSS):

No. 1 -- Statewide Developments in Performance-Based Education, 1976; a Survey of State Education Agencies

No. 2 -- Job Placement Services Provided by Local School Systems to High School Students, Graduates, and Dropouts, 1976

No. 3 -- Part-Time Financial Aid Counselors in Institutions of Higher Education, 1977

No. 4 -- Teacher and Administrator Shortages in Public School Systems, Fall 1977

Prepared for the National Center for Education Statistics

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FOREWORD

The need for improved training opportunities for school administrators has been a subject of mounting awareness and concern within the Federal government and the education community. This report presents the findings of a fast response survey of school administrator training needs and programs, as perceived by school districts.

The survey was conducted in summer of 1978 at the request of Dr. Mary F. Berry, Assistant Secretary for Education. Dr. Peter D. Relic, Deputy Assistant Secretary for Education, helped develop the conceptual framework and interacted with NCES on substantive matters. Additionally, several NCES staff members--Dr. Jean O. Brandes, Dr. Richard Cook and Dr. Robert D. North--offered helpful suggestions during the development of the questionnaire. The cover and title pages were designed by the Division of Statistical Services, NCES.

The survey was conducted and the report prepared by Westat, Inc., Rockville, Maryland, under a contract with NCES. The Westat FRSS project team, headed by Dr. Elizabeth Farris, Project Director, included Vivian Troutman, who handled the data collection, Debra Porter, who managed the receipt control and editing activities, and Evelyn Commings and Russell Jucans, who provided the computer processing support.

All phases of the fast response survey and the Fast Response Survey System (FRSS) are the responsibility of the NCES Project Officer, Jeanette Goor, under the general supervision of Dr. Marjorie O. Chandler.

We acknowledge with gratitude the assistance of Dr. Paul B. Salmon, Executive Director of the American Association of School Administrators, whose supportive letter was mailed with the questionnaires. The cooperation of the respondent school districts and the State FRSS coordinators and the backing of Dr. Salmon helped us achieve a 92 percent response rate. The support of these individuals is deeply appreciated.

Sincerely,

Marie D. Eldridge

Marie D. Eldridge
Administrator

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INTRODUCTION

As modern society becomes more complex and changes occur at an accelerating pace, school administrators are finding that their responsibilities have increased and extended into areas not usually covered by traditional training programs. Today's administrators are faced with growing problems in managing tight budgets, dealing with teacher and support personnel unions, understanding and implementing State and Federal programs, managing limited energy resources, coping with increasing violence in schools, and other change-related areas. Attention has therefore focused on the need to improve training opportunities so that administrators can better prepare themselves to deal with evolving responsibilities.

Recognizing the concerns of school administrators, the Office of the Assistant Secretary for Education initiated a number of activites to help school administrators maintain and increase the skills needed to perform in a changing environment. In order to assist administrators effectively, more information was sought on perceived administrative training needs. Time limitations ruled out an extensive survey that would have included State and school building administrators, colleges of education, and other concerned groups. Therefore, a decision was made to use NCES's Fast Response Survey System (FRSS), which contains a national sample of school districts and provides a framework for obtaining national estimates within a relatively short period. The survey was addressed to district superintendents to obtain their perceptions of school administrator training needs.

The survey, conducted in the summer of 1978, had three objectives:

- To assess the degree of need for expanded or improved training opportunities in 14 areas,
- To indicate preferred methods for providing this training, and
- To evaluate current training methods according to relevance of course content and quality of instruction.

The 14 training areas specified in the questionnaire represent a consensus of views obtained from numerous school administrators and staff in State Departments of Education and local school districts, professional organizations, colleges, and universities.

The methodology of the survey is described in appendix I, and the survey questionnaire is shown in appendix II.

Administrator Training Needs

School district administrators expressed a need for expanded or improved training opportunities in many areas. Summary estimates of how the Nation's 15,344 school districts rated their levels of need in 14 areas are presented in table 1. More than 20 percent of the districts perceived an urgent need for training in eight areas, with community involvement and taxpayer support leading the list of urgently needed training areas (33 percent). This area was followed by training in energy management (29 percent) and budget management and school finance (27 percent).

In general, school districts indicated a moderate need for expanded training opportunities across all areas (31 to 65 percent). When ratings of moderate need were combined with those of urgent need, the broad scope of administrators' needs was even more apparent. An estimated 40 to 87 percent of the districts expressed at least a moderate need for expanded or improved training opportunities across all 14 training areas. Over 70 percent indicated a moderate or urgent need in 10 areas, which consisted of the eight areas leading the urgently needed list. The other two areas were training in public relations and media usage and in issues involving teacher and non-certified personnel unions. Of the remaining four training areas, a majority of the districts indicated at least a moderate need for training in three: school board relations and governance, organizational structure and development, and implementing civil rights compliance. The only area in which a majority (an estimated 60 percent) indicated little or no need for expanded training opportunities was coping with violence in schools.

Table 1.--Need for expanded or improved administrator training opportunities, by training area: United States, summer 1978

(Table entries are estimated numbers of school districts 1/)

Training area	Urgent need		Moderate need		Little or no need	
	Number	Percent	Number	Percent	Number	Percent
Community involvement and taxpayer support	5,038	33	6,719	44	3,587	23
Energy management	4,426	29	7,776	51	3,141	20
Budget management and school finance	4,073	27	8,927	58	2,344	15
Program evaluation	3,741	24	9,597	63	2,005	13
Education law	3,721	24	9,142	60	2,481	16
Staff evaluation	3,499	23	9,676	63	2,169	14
Implementing State and Federal programs	3,443	22	9,990	65	1,911	12
Curriculum development	3,436	22	9,541	62	2,367	15
Public relations and media usage	2,564	17	9,368	61	3,412	22
School board relations and governance	2,516	16	7,574	49	5,253	34
Issues involving teacher and noncertified personnel unions	2,138	14	9,049	59	4,156	27
Violence in schools	1,426	9	4,750	31	9,168	60
Implementing civil rights compliance	1,339	9	7,266	47	6,487	42
Organizational structure and development	627	4	9,288	61	5,429	35

1/ Based on national total of 15,344 districts

Note: Row percentages may not sum to 100 because of rounding and "not ascertained" responses.

Administrator Training Needs and Enrollment Size

The degree of training needs expressed by the school districts varied according to the enrollment size of districts, with the needs tending to increase as size increased (table 2). Urgent training needs of the smallest districts (fewer than 2,500 students enrolled) ranged from an estimated 2 to 30 percent across all training areas, and those of the largest districts (enrollments of 10,000 or more) from 12 to 46 percent. Taking moderate as well as urgent needs into consideration, the relationship of needs to size was especially evident in six areas: community involvement and taxpayer support, staff evaluation, public relations and media usage, school board relations and governance, coping with violence in schools, and organizational structure and development.

Training in community involvement and taxpayer support was rated as the most urgently needed area regardless of size. In addition, training in energy management and in budget management and school finance ranked among the top five most urgently needed areas in all district sizes. The other two areas included in the leading five varied by size of district. Almost one-fourth of the smallest districts indicated urgent needs for training in education law and implementing State and Federal programs (an estimated 24 percent each). These two areas were replaced in the ranking of needs of medium-sized districts (enrollments of 2,500 to 9,999) with staff evaluation (31 percent) and program evaluation (29 percent), while the urgent need for training in public relations and media usage was considered as great as in budget management and school finance (an estimated 27 percent). For the largest districts, staff evaluation (34 percent) and program evaluation (32 percent) also ranked high.

Across all district sizes, there was general agreement concerning the training areas of least need: coping with violence in schools, implementing civil rights compliance, and organizational structure and development. In addition, the smallest districts rated training in school board relations and governance a low need area.

Table 2.--Need for expanded or improved administrator training opportunities, by training area and enrollment size: United States, summer 1978

(Table entries are estimated percents of school districts 1/)

Training area	Urgent need			Little or no need		
	Less than 2,500	2,500 to 9,999	10,000 or more	Less than 2,500	2,500 to 9,999	10,000 or more
Community involvement and taxpayer support	30	40	46	26	16	9
Energy management	27	34	29	23	13	19
Budget management and school finance	26	27	28	16	14	13
Program evaluation	23	29	32	13	12	10
Education law	24	24	24	16	17	20
Staff evaluation	20	31	34	15	13	10
Implementing State and Federal programs	24	16	26	11	17	13
Curriculum development	23	20	23	17	11	10
Public relations and media usage	13	27	26	25	15	15
School board relations and governance	15	19	26	37	27	18
Issues involving teacher and noncertified personnel unions	12	20	22	29	21	22
Violence in schools	9	8	16	65	46	36
Implementing civil rights compliance	9	7	12	44	38	32
Organizational structure and development	2	7	16	36	35	27

1/ Based on total number of districts with the specified enrollment size: 11,342 districts with enrollment fewer than 2,500; 3,205 districts with enrollment between 2,500 and 9,999; and 797 districts with enrollment 10,000 or more

Administrator Training Needs and Region

The degree of need for increased training opportunities varied from region to region. Table 3 shows the need for training in each area by region.

Table 3.--Need for expanded or improved administrator training opportunities, by training area and geographical region: United States, summer 1978

(Table entries are estimated percents of school districts 1/)

Training area	Urgent need				Little or no need			
	North Atlantic	Great Lakes and Plains	South-east	West and South-west	North Atlantic	Great Lakes and Plains	South-east	West and South-west
Community involvement and taxpayer support	38	33	26	32	22	23	22	26
Energy management	30	28	47	22	15	16	8	34
Budget management and school finance	25	29	9	31	14	20	14	11
Program evaluation	24	28	9	27	6	11	23	16
Education law	19	30	23	22	21	14	15	16
Staff evaluation	25	23	9	26	11	13	14	17
Implementing State and Federal programs	10	31	21	22	11	9	29	12
Curriculum development	16	29	26	18	17	14	16	16
Public relations and media usage	19	16	14	17	11	18	19	35
School board relations and governance	27	14	8	15	34	28	45	38
Issues involving teacher and noncertified personnel unions	14	14	21	11	16	29	29	31
Violence in schools	10	5	17	11	57	68	51	55
Implementing civil rights compliance	13	7	10	7	35	49	29	44
Organizational structure and development	4	1	11	5	30	40	23	38

1/ Based on total number of districts in each region: 3,146 districts in the North Atlantic; 5,616 districts in the Great Lakes and Plains; 1,745 districts in the Southeast; and 4,837 districts in the West and Southwest

Preferred Method for Providing Administrator Training

In indicating their preferences among the methods of providing training, most districts specified one method per area. Across all training areas, single method responses were given by an estimated 73 to 90 percent of the districts. The remaining districts indicated two or more preferred methods. Only single method responses are reported here, since the multiple-preference responses tended to parallel the single-preference responses for each training area (table 4).

Table 4.--Districts' preferences of methods for providing administrator training as reflected by range of response percentages across all training areas: United States, summer 1978

(Table entries are estimated numbers of school districts 1/)

Type of response	Pre-service 2/	In-service conducted by:			
		Local and intermediate education agencies	State education agency	Professional organization	College or university
Single (only one training method mentioned)	1-24	10-55	7-58	2-34	2-18
Multiple (two or more training methods mentioned)	2-31	15-67	12-73	4-42	3-32

1/ Based on national total of 15,344 districts

2/ Conducted by graduate school of education or university offering administrator training programs

Distinct preferences for methods of providing training services emerged for eight of the 14 training areas (table 5). The delivery of in-service training services by State education agencies was the method preferred for four of these areas and by school districts or local education agencies (LEAs) for the other four. State-developed training services were preferred by more than half of the districts for the areas of energy management, implementing State and Federal programs, and implementing civil rights compliance and by an estimated one-third of the districts for budget management and school finance. Provision of LEA in-service training was preferred for community involvement and taxpayer support (49 percent), public relations and media usage (40 percent), school board relations and governance (43 percent), and coping with violence in schools (55 percent).

No consensus was evident on the preferred method to provide training in the other six training areas. More than one training method was the most frequent response for program evaluation (26 percent), staff evaluation (24 percent), and curriculum development (27 percent). The area for which most districts preferred pre-service training was education law (24 percent). This area also ranked high (17 percent) as well as curriculum development (18 percent) among the areas preferred for college or university in-service programs.

The most preferred training area for delivery of services by professional organizations was that concerning issues involving teacher and non-certified personnel unions.

No relationship between preferred training methods and urgency of training need emerged. In table 5, in which the training areas are listed in descending degree of urgent need across the Nation, the first eight areas are those in which 20 percent or more of the districts expressed an urgent need. Four of the areas for which one method was distinctly preferred are included within these eight, and the remaining four in the less urgently needed areas.

Table 5.--Preferred methods of providing administrator training, by training area and method: United States, summer, 1978

(Table entries are estimated numbers of school districts 1/)

Training area	More than one method		Pre-service 2/		In-service conducted by:							
					Local and intermediate education agencies		State education agency		Professional organization		College or university	
	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
Community involvement and taxpayer support	3,013	20	418	3	7,563	49	1,321	9	1,990	13	719	5
Energy management	1,623	11	150	1	2,369	15	8,486	55	1,349	9	1,064	7
Budget management and school finance	3,142	20	2,291	15	3,116	20	5,026	33	510	3	1,101	7
Program evaluation	3,977	26	1,599	10	3,203	[illegible]	2,467	16	1,651	11	2,288	15
Education law	2,411	16	3,699	24	1,535	10	3,849	25	1,097	7	2,548	17
Staff evaluation	3,748	24	1,945	13	3,281	21	1,719	11	2,433	16	2,047	13
Implementing State and Federal programs	2,690	18	249	2	2,407	16	8,883	58	248	2	697	5
Curriculum development	4,111	27	1,869	12	2,905	19	2,766	18	750	5	2,777	18
Public relations and media usage	1,780	12	974	6	6,162	40	1,011	7	3,331	22	1,777	12
School board relations and governance	1,771	12	436	3	6,629	43	2,111	14	3,853	25	378	2
Issues involving teacher and non-certified personnel unions	1,692	11	319	2	3,398	22	3,887	25	5,244	34	560	4
Violence in schools	1,791	12	239	2	8,470	55	2,591	17	1,271	8	382	2
Implementing civil rights compliance	1,588	10	205	1	2,764	18	8,711	57	931	6	284	2
Organizational structure and development	2,530	16	2,645	17	3,870	25	2,471	16	1,852	12	1,668	11

1/ Based on national total of 15,344 districts

2/ Conducted by graduate school of education or university offering administrator training programs

Note: Row percentages may not sum to 100 because of rounding and "not ascertained" responses.

Assessments of Existing Administrator Training Methods

School districts' evaluations of existing training methods were similar when judged on the two criteria of relevance and sufficiency of course content and quality of instruction (table 6). In addition, little variation was indicated in the assessments of the different methods: pre-service training and in-service training provided by LEAs, SEAs, professional organizations, and colleges or universities. The model rating was "adequate," which was given by 43 to 50 percent of the districts for both criteria across all methods. The second most prevalent response, however, was "needs major improvement": between 17 and 28 percent felt that considerable improvement was needed in the existing training methods. A smaller number of districts (10 to 16 percent) felt that the current methods were excellent, while an estimated 17 percent indicated that LEA in-service training was unavailable.

Table 6.--Ratings of existing administrator training methods, by criterion and training method: United States, summer, 1978

(Table entries are estimated numbers of school districts 1/)

Criterion and assessment	Pre-service 2/		In-service conducted by:							
			Local and intermediate education agencies		State education agency		Professional organization		College or university	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Relevance and sufficiency of course content and organization for promoting on-the-job effectiveness										
Total	14,904	97	15,047	98	15,046	98	14,904	97	14,903	97
Excellent	1,814	12	1,962	13	2,237	15	1,896	12	1,711	11
Adequate	7,555	49	6,609	43	7,437	48	6,723	44	6,534	43
Needs major improvement	3,538	23	3,550	23	4,011	26	3,730	24	4,291	28
No opinion	1,176	8	343	2	456	3	1,325	9	1,282	8
Services not available	821	5	2,583	17	905	6	1,230	8	1,085	7
Quality of instruction										
Total	14,879	97	15,038	98	15,043	98	14,900	97	14,878	97
Excellent	2,376	15	1,800	12	1,979	13	2,437	16	1,588	10
Adequate	7,740	50	7,069	46	7,733	50	7,031	46	7,062	46
Needs major improvement	2,864	19	3,222	21	3,834	25	2,545	17	4,046	26
No opinion	1,078	7	364	2	597	4	1,646	11	1,240	8
Services not available	821	5	2,583	17	900	6	1,241	8	942	6

1/ Based on national total of 15,344 districts

2/ Conducted by graduate school of education or university offering administrator training programs

Note: Numbers of districts do not sum to 15,344 and percentages do not sum to 100 because of "non-ascertained" responses. Percentages may not sum to the total because of rounding.

Assessments of Existing Administrator Training Methods and Enrollment Size

No relationship existed between the district's enrollment size and the ratings of training methods as adequate or excellent. However, larger districts were more likely than smaller ones to be critical of the existing methods (table 7). In general, as enrollment size increased, larger percentages of districts indicated that major improvement was needed. The greatest differences in these assessments occurred between districts with fewer than 2,500 enrollment (16 to 27 percent) and those with 10,000 or more enrollment (26 to 42 percent).

Also related to district's size was the unavailability of LEA in-service training. Only eight percent of the districts with enrollments of 2,500 or more indicated that LEA in-service training was not available, as compared to 20 percent of the districts with fewer than 2,500 enrolled.

Table 7.--Responses of "needs major improvement," by criterion, enrollment size, and training method: United States, summer, 1978

(Table entries are estimated numbers of school districts 1/)

Criterion and enrollment size of district	Pre-service 2/		In-service conducted by:							
			Local and intermediate education agencies		State education agency		Professional organization		College or university	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Relevance and sufficiency of course content and organization for promoting on-the-job effectiveness										
Total	3,538	23	3,550	23	4,011	26	3,730	24	4,291	28
Less than 2,500 enrollment	2,380	21	2,446	22	2,520	22	2,712	24	3,008	27
2,500 to 9,999 enrollment	880	27	835	26	1,187	37	773	24	951	30
10,000 or more enrollment	278	35	269	34	304	38	245	31	332	42
Quality of instruction										
Total	2,864	19	3,222	21	3,834	25	2,545	17	4,046	26
Less than 2,500 enrollment	1,940	17	2,325	20	2,615	23	1,816	16	3,040	27
2,500 to 9,999 enrollment	678	21	683	21	959	30	523	16	721	22
10,000 or more enrollment	246	31	214	27	260	33	206	26	285	36

1/ Based on total number of districts with the specified enrollment size: 11,342 districts with enrollment fewer than 2,500; 3,205 districts with enrollment between 2,500 and 9,999; and 797 districts with enrollment 10,000 or more; total percentages based on national total of 15,344 districts

2/ Conducted by graduate school of education or university offering administrator training programs

SUMMARY

The findings of the fast response survey of administrator training needs represent the perceptions of school district superintendents. If there had been sufficient time, the views of State and school building administrators, colleges of education, and other concerned groups would have been obtained as well. Despite the time limitations, the fast response survey provided national estimates from one important educational sector, the school districts.

The fast response survey of administrator training needs revealed that public school administrators perceived a need for expanded or improved training opportunities. Of 14 specified training areas, over 70 percent of the Nation's school districts indicated that they had moderate to urgent need for increased training in 10 areas, with one-fifth or more expressing an urgent need in eight of these 10 areas. The areas of community involvement and taxpayer support headed the training needs list, followed by energy management and budget management and school finance. Improved training for coping with violence in schools was rated as least important. As district size increased, there was a tendency for need to increase as well.

Over half of the districts felt that State in-service programs could best provide the needed training in implementing State and Federal programs, implementing civil rights compliance, and energy management, while about one-third preferred SEA in-service training for budget management and school finance. LEA in-service systems were preferred for training administrators in the areas of dealing with violence in schools, community involvement and taxpayer support, school board relations and governance, and public relations and media usage.

School administrators generally rated both the relevance of course content and quality of instruction of pre-service and in-service training methods as adequate or better. However, a substantial number of districts (17 to 28 percent) called for major improvement in existing administrative training programs.

The Fast Response Survey System

The Fast Response Survey System (FRSS) was established by NCES so that data on important educational issues can be rapidly collected. The system focuses on information that is not available from other sources and that is narrowly limited in scope.

The FRSS covers six education sectors. They are:

State education agencies (SEAs)

Local education agencies (LEAs)

Public elementary and secondary schools

Nonpublic elementary and secondary schools

Institutions of higher education

Noncollegiate postsecondary schools with occupational problems

All 50 States and the District of Columbia are included in the SEA sector. For each of the other sectors, a stratified random sample was designed to allow valid national estimates to be made. The sample sizes range from 500 to 1,000.

A data collection network involving both respondents and coordinators was developed in each sector. The coordinator's role is to assist in the data collection by maintaining liaison with the sampled institutions or agencies. The respondents were selected to report for their institutions or agencies and are responsible for completing the questionnaires.

The Fast Response Survey System provides NCES with a mechanism for furnishing data quickly and efficiently. All aspects of the system--the sample design, the network of coordinators and respondents, and the short questionnaires--have been designed with this end in mind.

Methodology for the LEA Survey of Training Needs of Public School Administrators

For this study, a national sample of 600 local education agencies (LEAs) was drawn from the universe of approximately 15,000 public school districts in the United States. The universe of LEAs was stratified by enrollment size and sorted by geographic region prior to sample selection.

The sample was reduced to 568 school districts after correcting for school district mergers, closings, and refusals to participate in the Fast Response Survey System. On receipt of 92 percent of the questionnaires (520), data collection was halted.

A weight adjustment was made to account for survey nonresponse. The weight adjustment was calculated for each cell of a two-way tabulation of responses. This tabulation made use of the enrollment size and the regional classification of each school district. The resulting weighted survey responses represent the 15,344 school districts in the United States. Table A shows the cell and marginal totals used in the weighting.

Table A.--Universe of public school districts by enrollment size and geographic region

Enrollment size	Total	Number of districts by region			
		North Atlantic	Great Lakes and Plains	Southeast	West and Southwest
Total	15,344	3,146	5,616	1,745	4,837
Less than 2,500	11,342	1,995	4,481	849	4,017
2,500 - 4,999	2,085	637	667	429	352
5,000 - 9,999	1,120	321	293	284	222
10,000 - 24,999	595	154	139	121	181
25,000 and over	202	39	36	62	65

Source: Market Data Retrieval Combined Mail File, fall 1975

Standard Errors of the Statistics

The findings presented in this report are estimates based on the FRSS school district sample and, consequently, are subject to sampling variability. If the questionnaire had been sent to a different sample, the responses would not have been identical; some might have been higher, while others might have been lower. The standard error of a statistic (an estimate of the sampling variation of the statistic) is used to estimate the precision of that statistic obtained in a particular sample. Intervals of 1.645 standard errors below to 1.645 standard errors above a particular statistic would include the average of the statistic in approximately 90 percent of all possible samples of the same size. An interval computed in this way is called a 90 percent confidence interval.

Table B presents coefficients of variation for perceptions of need for expanded training opportunities by training area. The coefficient of variation, a measure of relative error, is obtained by dividing the standard error of the estimate by the estimate. For example, the estimate of the number of districts indicating an urgent need for expanded training in community involvement and taxpayer support is 5,038 and the coefficient of variation is .118. The standard error of this estimate is 594 (5,038 times .118), and the 90 percent confidence interval is 5,038 $\pm$ 977 (5,038 $\pm$ 594 times 1.645). Therefore, in at least 90 percent of all possible samples, between 4,061 and 6,015 districts would indicate an urgent need for training in community involvement and taxpayer support.

Coefficients of variation for other items in the questionnaire can be obtained on request.

Table B.--Coefficients of variation for need for expanded or improved administrator training opportunities

Training area	Urgent need		Moderate need		Little or no need	
	Estimate	c.v.	Estimate	c.v.	Estimate	c.v.
Community involvement and taxpayer support	5,038	.118	6,719	.109	3,587	.169
Energy management	4,426	.099	7,776	.075	3,141	.153
Budget management and school finance	4,073	.154	8,927	.083	2,344	.193
Program evaluation	3,741	.142	9,597	.073	2,005	.190
Education law	3,721	.117	9,142	.051	2,481	.148
Staff evaluation	3,499	.160	9,676	.073	2,169	.166
Implementing State and Federal programs	3,443	.118	9,990	.060	1,911	.232
Curriculum development	3,436	.147	9,541	.080	2,367	.227
Public relations and media usage	2,564	.161	9,368	.057	3,412	.152
School board relations and governance	2,516	.155	7,574	.068	5,253	.102
Issues involving teacher and noncertified personnel unions	2,138	.175	9,049	.069	4,156	.106
Violence in schools	1,426	.242	4,750	.128	9,168	.075
Implementing civil rights compliance	1,339	.264	7,266	.087	6,487	.097
Organizational structure and development	627	.338	9,288	.068	5,429	.109

APPENDIX II

FAST RESPONSE SURVEY SYSTEM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
EDUCATION DIVISION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20202

FORM APPROVED
OMB NO. 51-R1191

Dear School District Superintendent:

The increasing complexities of administrative operations have focused attention on the need for improved and expanded training opportunities for school administrators to keep abreast of change. The purpose of this fast response survey, requested by the Office of the Assistant Secretary of Education, is to obtain a better understanding of current administrative needs and programs directly from district superintendents. It is therefore, important to obtain your personal views.

The findings of the survey will contribute to the development of appropriate activities in support of improved training opportunities. The survey has been coordinated with the Council of Chief State School Officers through its Committee for Evaluation and Information Systems (CEIS). We would appreciate your cooperation in completing and returning this form to the address on the back within two weeks. Please contact Jeanette Goor at (202) 245-7843 if you have any questions.

Sincerely,

Marie D. Eldridge

Marie D. Eldridge
Administrator

SURVEY OF SCHOOL DISTRICT SUPERINTENDENTS' VIEWS OF ADMINISTRATOR TRAINING NEEDS AND PROGRAMS

This report is authorized by law (20 U.S.C. 1221 3-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

DEFINITION FOR PURPOSES OF THIS SURVEY:

ADMINISTRATORS: High-level, school district administrative staff at the central office as well as building administrators. Central office administrators include superintendents and key, support specialists, usually holding such positions as assistant, associate, or deputy superintendents, directors, supervisors and coordinators.

I. Please assess the adequacy of existing administration training programs available to your district from each of the delivery systems given below. Enter the appropriate code for each delivery system for each assessment criterion.

Code
1 - Excellent
2 - Adequate
3 - Needs major improvement
4 - No opinion
5 - Services not available

Assessment criterion	Delivery system				
	Pre-service conducted by graduate school of education or university offering administrator training programs	In-service conducted by			
		Local & intermed. educ. agencies	State educ. agency	Professional organization	College or university
1. Relevance and sufficiency of course content and organization for promoting on-the-job effectiveness					
2. Quality of instruction					

IIa. Please rate the degree of need for expanded or improved training opportunities in your district.

For each of the training areas listed below, enter a check in one of the three columns under training need.

IIb. For each of the training areas listed below, enter the appropriate code to indicate your preferred delivery system.

1 - Graduate school of education or university offering administrator training programs (pre-service);
2 - Local and intermediate education agencies (in-service);
3 - State education agency (in-service);
4 - Professional organization (in-service);
5 - College or university (in-service).

IIa. Training need (check one)			Training area	IIb. Preferred delivery system (enter code)
Urgent	Moderate	Little or none		
			1. Budget management and school finance	
			2. Implementing State and Federal programs	
			3. Issues involving teacher and non-certified personnel unions	
			4. Curriculum development	
			5. Education law	
			6. Violence in schools	
			7. School board relations and governance	
			8. Community involvement and taxpayer support	
			9. Public relations and media usage	
			10. Energy management	
			11. Organizational structure and development	
			12. Staff evaluation	
			13. Program evaluation	
			14. Implementing Civil Rights compliance	
			15. Other (Specify)	

Name of Superintendent completing this form _____

Telephone: Area code _____ Number _____ Date _____ State _____

NCES Form No. 2379-5, 6/78